

PSYCHOLOGICAL FEATURES AND INDIVIDUAL PSYCHOLOGICAL FACTORS OF SELF-CONFIDENCE

Kolomiets L. I., Shulga G. B., Lebed Iu. B.

INTRODUCTION

Modern fast-moving conditions of human life often provoke the emergence of situations in which it is necessary to overcome difficulties and respond to multifaceted challenges, to show readiness to maintain a high level of self-efficacy in activities, communication and social interaction, to ensure the success of self-realization. This becomes possible thanks to personal qualities that boost person's faith in their own strengths and capabilities, inspire confidence in the ability to achieve various life goals, relying on themselves, fully accepting their «I». One of such personal qualities is self-confidence.

1. Emergence of the prerequisites of the problem and formulation of the problem

Self-confidence inspires the subject with conviction about the power of personal resources, stimulates the willingness to work hard with a certain risk to achieve the goal, stabilizes self-esteem and the level of harassment, allows to build a strategy for one's own life activities. A high level of self-confidence symbolizes person's experience of a state of inner harmony, psychological well-being, self-acceptance, orientation towards life achievements, achievement of success, and an optimistic attitude towards life. On the contrary, a low level of self-confidence is accompanied by insecurity, misunderstanding of oneself and one's own needs, inadequate self-esteem, experiencing an intrapersonal conflict, fear of difficulties and failures, inability to use one's own personal resources, which disintegrates the «I», worsens adaptability, reduces the feeling of satisfaction with life, negatively effects on establishing social contacts.

The updating of the aspects of the problem of trust, trust in yourself can be found in the foreign scientific works (S. Jurard, P. Laskow, E. Erikson, A. Maslow, K. Rogers, F. Perls, A. Seligman, F. Fukuyama, E. Shostrom and etc.). In Ukrainian psychology, D. Anpilova, N. Vasylets, N. Yermakova, N. Kravets, V. Kravchenko, L. Nikolenko, S. Shevchenko, and others took care of the study of self-confidence in people of different ages.

At the same time, problem research of self-confidence in different age periods, in particular in youth and early adulthood, does not lose its relevance today. Such scientific attention is strengthened by the need to explain the important factors determining the life success of an individual, to stimulate and maintain his high self-efficacy and self-development ability in the conditions of fast globalization changes, socio-political and socio-economic transformations.

2. The psychological meaning of the phenomenon of «self-confidence»

Self-confidence as one of the biggest personality coordinates was singled out by representatives of the humanistic direction A. Maslow, K. Rogers. The authors believed that a mentally healthy person has the ability to self-disclose, the ability to trust at least one close person.

Analysis of scientific sources shows that self-confidence is categorized by scientists in different ways: as a personal formation, a reflexive subjective phenomenon, aspiration, state, feeling, ability, attitude, hypothetical construct, etc. In particular, scientists define self-confidence as follows: the ability that affects self-disclosure (S. Jurard, A. Maslow); the individual's desire to find sources of support in his own «I» (F. Perls, E. Shostrom); acceptance of subjective life experience, manifestation of intuition, creativity, ability to listen to one's «I», sense of authenticity (K. Rogers); the basic condition for the successful self-realization of the individual in everyday life, in interpersonal relationships, on the scale of the life path; balance of sovereignty of psychological space and interaction with the world (N. Astanina)¹; attitude to one's own subjectivity, understanding of its significance in terms of harmonizing «I», one's inner world (T. Pukhareva); a reflexive, subjective phenomenon, thanks to which a person has the opportunity to take a valuable position in relation to himself, the environment and the strategy of his own life, which does not contradict personal meanings and connects life into a single process of vital activity in the continuum «past – present – future» (T. Skrypkina); trust in your own introspection, feelings, perception, memory, one's interpretations; conviction in one's uniqueness, unconditional faith in one's strengths, one's own significance, value and necessity (N. Vasylets)²; a basic sense of authenticity, interconnected with the

¹ Кравець Н. М. Довіра до себе – суб'єктивний феномен особистості. Наукові студії із соціальної та політичної психології. 2011. Вип. 26. С. 201-208.

² Василець Н.М. Соціально-психологічні чинники довіри громадян до працівників органів внутрішніх справ України : дис. ... канд. психол. наук : 19.00.05 – соціальна психологія; психологія соціальної роботи. Київ, 2016. С. 31.

expansion of the subject's capabilities, the increase of his creative resourcefulness, the desire to find footing and support in himself (L. Nikolenko)³; integral multifaceted formation of the personality, which affects the self-organization and self-realization of future psychologists in the field of interpersonal interaction and in the process of realizing professional functions; (S. Shevchenko)⁴; attribution by the subject of certain qualities, opportunities, belief in their truth, preservation of self-respect (O. Shevchenko) attribution by the subject of certain qualities, opportunities, belief in their truth, preservation of self-respect (O. Shevchenko)⁵, etc.

In modern foreign studies, self-confidence is defined as belief in one's abilities to achieve goals. Individuals with a high level of self-confidence are able to cope with criticism, optimistic, persistent (R.A. Lone)⁶. M. Sharma attributes self-confidence to an individual's ability to successfully handle with difficult situations independently. The level of self-confidence is assessed by the individual's sense of his worth, or the degree of self-approval⁷.

Many national studies reveal the structure and determining factors of self-confidence. N. Yermakova singles out cognitive, affective, behavioural; N. Vasylets – cognitive, affective, conative, and S. Shevchenko – cognitive, motivational, emotional, behavioural, reflective components in the structure of self-confidence. Scientists pay considerable attention to the individual's awareness of his own self-worth, self-acceptance, which stimulates the appearance of self-attachment, a sense of security, and confidence. In the absence of self-confidence, self-depreciation, may appear a compensatory unrealistic image of «I», which has a non-constructive effect on the individual's life activities, hinders his

³ Ніколенко Л.М. Стан соціальної довіри у молодіжному середовищі загальноосвітнього навчального закладу. «Young Scientist». 2016. № 11 (38). С. 465-469.

⁴ Шевченко С. В. Психологічні особливості довіри до себе у майбутніх психологів : дис. ... канд. психол. наук : 19.00.07 – педагогічна та вікова психологія. Київ, 2018. 260 с.

⁵ Шевченко О.М. Психологічні особливості розвитку довіри до себе в старшому юнацькому віці. Теорія і практика сучасної психології. 2018. № 6. С. 180-185.

⁶ Lone R.A. Self-confidence among Students and its Impact on their Academic Performance: A Systematic Review. International Journal of Creative Research Thoughts, 2021, Volume 9, p. 561.

⁷ Sharma M. A study of self-confidence of senior secondary School students in relation to socio-economic status. American International Journal of Research in Humanities, Arts and Social Sciences, 2016. P. 78-80.

harmonious self-development. N. Yermakova notes that self-confidence is manifested as self-esteem in the cognitive, emotional and behavioural spheres, determines the unity and integration of the «I»⁸.

I. Antonenko, when determining the strategy of explaining self-trust, pointed out the need to take into account the following four factors: subjective (permanent and temporary personal characteristics of the subject of trust, the level of his basal trust); object (certain external/internal, permanent/temporary, attributive/accidental characteristics of the object of trust, regarding which trust will be manifested to a certain extent); environmental (permanent or long-term effects of environmental conditions, indicated by equal trust); situational (action of external factors in the contextual situation of trust)⁹.

N. Vasylets calls self-confidence an important condition of personal life. According to the author's views, self-confidence is not correlated with confidence, but with hopes, expectations of positive results of life in situations of everyday uncertainty. Self-confidence satisfies the subjective needs of an individual, which improves the feeling of social and psychological well-being, and social well-being strengthens self-confidence¹⁰.

N. Kravets correlates self-confidence with self-attribution, that is, confidence in one's own capabilities and qualities. The factors of self-confidence are suggested to be independence, orientation towards achieving success, awareness of self-worth, the ability to use subjective experience for future achievements, a harmonious combination of self-confidence and confidence in the world¹¹.

In national studies, attention is also focused on reflexivity, as an individual psychological factor of self-confidence. N. Yermakova considers self-confidence as a reflexive phenomenon of self-awareness; D. Anpilova proves that self-confidence is based on a sense of

⁸ Єрмакова Н.О. Довіра до себе як особистісна детермінанта професійного зростання студентів юнацького віку. Вісник післядипломної освіти. 2012. Вип. 6. С. 246.

⁹ Шевченко С. В. Психологічні особливості довіри до себе у майбутніх психологів : дис. ... канд. психол. наук : 19.00.07 – педагогічна та вікова психологія. Київ, 2018. С. 48-49.

¹⁰ Василець Н. М. Довіра як підґрунтя толерантності у психолого-педагогічній взаємодії. Науковий вісник Львівського державного університету внутрішніх справ. 2012. №1. С. 116.

¹¹ Кравець Н. М. Довіра до себе – суб'єктивний феномен особистості. Наукові студії із соціальної та політичної психології. 2011. Вип. 26. С. 207.

authenticity, finding a source of support in one's own «I» and is connected with strengthening personal capabilities¹².

Taking into account the conducted theoretical analysis of the problem of self-confidence, we believe it is possible to propose an author's definition and a structural model of self-confidence, which will serve as the theoretical and methodological basis of empirical research. We understand self-confidence as a dynamic, multi-component personal formation that reflects the degree of maturity, integrity and integration of the «I», depends on the peculiarities of self-understanding and self-acceptance, the formation of psychological resources, determines the possibilities of self-realization in life, affects the success of social interaction¹³.

3. Self-confidence as a personal determinant of success in youth and early adulthood

Adolescence and early adulthood are important periods of mental development due to the presence of intensive personal changes, subjectively significant choices and specific age-related tasks; the success of the individual's life self-realization depends on their solution. Scientists (I. Kon, M. Savchyn, R. Pavelkiv, etc.) associate the age-related tasks of youth primarily with the formation of an outlook, the processes of personal and professional self-determination, living through an identity crisis («Ego-identity – role confusion» according to E. Erikson), a change in the social situation of development, which is associated with active reflexive processes, the generalization of subjective experience in various spheres of life (education, professional choice and primary professionalization, expansion of social contacts, change in the format of communication with peers, parents, other reference persons), awareness of one's «I» and the meaning of life. N. Yermakova proves that self-confidence is a personal determinant of the professional growth of young students. L. Kolomiets, G. Shulga point out that in the process of learning, it is important to develop students' ability to look at themselves as subjects of the future profession, that is, it is necessary to develop not just reflection, but professional reflection, which will contribute to the professional self-identification of future specialists, self-knowledge, correlation of oneself

¹² Анпілова Д. В. Психологічне значення довіри для самоактуалізації особистості в період ранньої дорослості. Зб. наук. праць К-ПНУ імені І. Огієнка, Ін-ту психології імені Г. С. Костюка НАПН України. 2016. Вип.33. С. 36.

¹³ Коломієць Л. І., Кожедуб Т. С., Гук К. В. Теоретико-методологічні засади емпіричного дослідження довіри до себе. Науковий журнал «Молодий вчений». 2020. №12 (88). Грудень. С. 280.

with the requirements of the profession¹⁴. This will ensure the development of adequate self-assessment of professional achievements, prediction of personal effectiveness, emotional attachment to one's own «I», faith in oneself as a future specialist.

Early adulthood is considered by scientists (H. Kraig, D. Bokum, V. Pomylyuko, M. Savchyn, L. Vasylenko, etc.) more from the standpoint of practical self-realization, the transition from youthful ambitions, dreams and building plans to life self-realization, the beginning of professional activity, achieving success in a career, experiencing crises of correlation of one's own intentions and real life achievements, etc. Age-related tasks related to the implementation of various social roles, activity in the plan of creating a family, birth and upbringing of children also become key points.

We believe that the age-related tasks of an individual in the periods of youth and early adulthood can be fully realized due to the presence of self-confidence integrated with self-understanding, self-acceptance, awareness of one's own potential, strengths and weaknesses, as well as the desire for self-development. That is, self-confidence can be considered as one of the key determinants of success and fullness of mental development and vital self-realization of an individual in the periods of youth and early adulthood.

The theoretical analysis showed the availability of scientific attention to the identification of self-confidence factors in the context of the age periods of youth and early adulthood. Scientists place special emphasis on the high integration of self-confidence and self-esteem components (D. Anpilova, I. Kon, V. Stolin, etc.); faith and self-confidence, conviction in one's own self-efficacy (I. Antonenko, N. Vasylets, N. Yermakova, V. Zinchenko, N. Kravets, etc.); correlations with reflection (D. Anpilova, N. Yermakovata, etc.); viability and vitality (V. Kravchenko, S. Shevchenko).

Without pretending to be an comprehensive representation of understanding of the determination of self-confidence, we believe that the individual psychological factors of self-confidence in youth and early adulthood are factors that regulate the degree of understanding and acceptance of one's own «I» (*self-attitude, reflection, existential feasibility, personal identity*) and psychological resources that strengthen self-confidence (*sustainability, viability, psychological well-being*),

¹⁴ Коломієць Л.І., Шульга Г.Б. Психологічні аспекти проблеми розвитку професійної рефлексії майбутніх фахівців із соціальної роботи. Наукові записки ВДПУ імені Михайла Коцюбинського. Серія: Педагогіка і психологія, 2019. Випуск 59. С. 155.

subjective locus of control, self-confidence, self-efficacy). Individual and psychological factors of self-confidence in youth and early adulthood identified in general in the process of theoretical analysis are presented in figure 1.

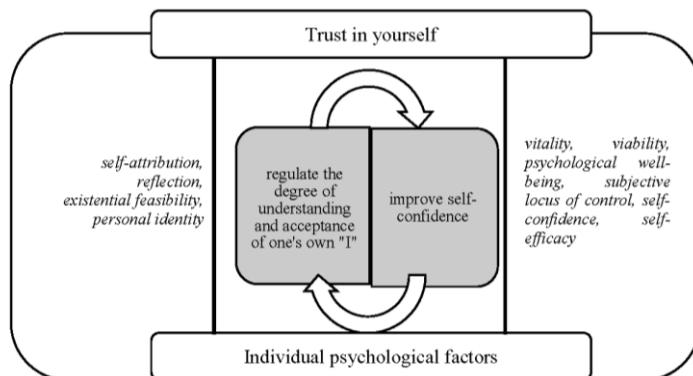


Fig. 1. Individual and psychological factors of self-confidence in youth and early adulthood

An empirical study of psychological features and individual psychological factors of self-confidence in youth and early adulthood was conducted using the author's survey «Self-confidence», designed to clarify the subjective perceptions of representatives of two groups of the studied sample regarding the essence and meaning of confidence in themselves for their life activities, as well as a battery of diagnostic methods with satisfactory psychometric indicators, thanks to which it became possible to study the peculiarities of self-confidence and its individual psychological factors in youth and early adulthood. In total, 2 samples of youth (n=41) and early adulthood (n=45) participated in the empirical study.

As a result of the processing and generalization of the empirical data, it was established that the percentage of representatives of the two groups of the studied sample was almost the same, depending on the level of self-confidence. The average level of trust prevails in both groups (youth – 48.8%, persons in early adulthood – 53.3%); the number of people with a low level of self-confidence in both groups (34.1% and 33.4%, respectively) is greater than with a high level (17.1% and 13.3%); there was a greater number of young people with high and low levels of trust. Application of the Student's t-criterion for independent samples confirmed the absence of statistically significant differences between the two age groups in terms of self-confidence ($t_{emp}=1,098$; $t_{emp} < t_{crit}$).

The obtained empirical data show that the majority of the representatives of the two studied groups are dominated by a situational assessment of self-confidence, there are doubts about their own capabilities and abilities, and in some life situations they are more inclined to listen to the opinion of others than to their own intuition, value-meaning instructions. A low level of self-confidence in a third of youth and early adulthood indicates a tendency to disregard one's own opinion, inadequately evaluate one's own subjective potential, a disposition to avoid situations in which one has to leave one's «comfort zone» and take risks, and experience anxiety and confusion regarding the success of one's own life activities and opportunities for creative self-realization. On the other hand, people with a high level of self-confidence are characterized by confidence in the strength and capabilities of their own «I», the ability to correlate their own needs, desires, beliefs with the requirements of the environment, the ability to achieve a goal, focusing on success and successfully analysing unproductive attempts at activity and communication, positive self-attitude and self-acceptance.

The questionnaire conducted using the author's survey «Self-confidence» made it possible to reveal the subjective ideas of the representatives of the two groups of the studied sample regarding the essence and significance of self-confidence for their life activities. The analysis of the respondents' answers to the questions of the survey confirms the identification of trust in yourself more through the prism of self-confidence, faith in oneself and one's own capabilities, reliability, trust in personal experiences and feelings. Additional emphasis by representatives of both groups of the studied sample was placed on the interpretation of trust in yourself from the standpoint of goal setting, personal self-regulation on the way to achieving the set goal, as well as from the point of view of trusting relationships with the environment. As associations with the concept of «self-confidence», respondents named qualities symbolizing moral imperatives (honesty, justice, loyalty). Representatives of the two groups consider self-confidence to be more of a personal than a social quality.

The statistics of the frequency of the group of persons of youth age testify to the emphasis on the explanation of trust through the connection with the components of self-attitude (self-understanding, self-control, self-respect, the ability to rely on oneself, self-realization, harmony and balance of the «I», etc.). Persons of youthful age more often named associations that reveal the essence of self-confidence through psychological features of interaction with the environment (friendship, kindness, openness, sincerity, help, love), etc. In the group of people in early adulthood, associations related to family life (family, childhood, dog) were mentioned.

The explanation of the impact on self-confidence of the environment and upbringing, the available experience (including successful activities

and communication), self-analysis and knowledge about oneself, adequate self-esteem was found to be common in the answers of the respondents. The representatives of the group of persons in the age of early adulthood additionally emphasized the strengthening of the level of trust by the harmonious internal state of «I», intellectual capabilities. Instead, respondents from among the youth drew attention to the fact that the factor of self-confidence is self-esteem, the ability to self-control in the process of life's trials, confidence and self-belief, which are strengthened by active reflective processes.

According to the respondents, the level of self-confidence increases in direct proportion with the degree of self-confidence and belief in one's own self-efficacy, the desire for self-development, positive experience in the profession, other types of activities, interpersonal relations, trusting relationships. Individuals of young age additionally emphasize the fact that self-confidence affects all spheres of a person's life and behaviour, his emotional state, prospects, self-esteem and degree of adaptation to the environment. Individuals in early adulthood expressed the belief that with an increase in the level of self-confidence, purposefulness and the ability to overcome obstacles and achieve significant goals in the personal and professional spheres increases.

The analysis of the revealed empirical trends at the level of the percentage ratio within each age group showed that with a decrease in the level of self-confidence, a decrease in the degree of formation of the studied individual psychological factors is noted. Secondary data processing, however, proved the presence of statistically significant differences ($p \leq 0.05$, $p \leq 0.01$, $p \leq 0.001$) in youth representatives for the components of vitality, vitality, locus of control, reflection, self-attitude, and existential feasibility; early adulthood – by the level and components of psychological well-being, locus of control, existential feasibility, components of vitality and viability. Individual-psychological factors that regulate the degree of understanding and acceptance of the «I» are more pronounced in the youth.

A comparison of representatives of both sample groups with different levels of self-confidence showed the presence of more differences in individual psychological factors that strengthen self-confidence (viability, viability, locus of control, psychological well-being). There are no statistically significant differences between the representatives of the two groups regardless of the level of self-confidence in personal identity, confidence and self-efficacy.

Correlation analysis made it possible to partially confirm the hypothesis about the determination of self-confidence by the studied individual psychological factors. For young adults, statistically significant interdependencies ($p \leq 0.01$, $p \leq 0.05$) were found between self-confidence and components of self-esteem, existential feasibility, general level and components of locus of control, psychological well-being and vitality;

early adulthood – personal identity, components of existential feasibility, general level and components of psychological well-being and vitality. The results of the correlation analysis can be explained as follows:

– in youth, self-confidence is strengthened due to expressed self-interest, self-respect and appeal to one's own «I»; the ability to direct one's own activity to achieve subjectively meaningful goals, taking into account the requirements of the environment; opportunities to develop and feel the ability to be an independent, competent subject included in life processes; willingness to take responsibility for the consequences of decisions made, efforts made and actions taken; experiencing satisfaction with one's own functioning in various spheres of life and, especially, in interpersonal relationships; a high level of vitality;

– in persons of early adulthood, self-confidence is higher, the better the understanding of the meaning of life, the more organic sense of personal identity and meaningfulness of «I» in today's realities; more pronounced adequacy and attainability of subjectively significant goals; existing experience of psychological well-being and personal freedom in social relations; a conscious desire for personal growth; developed resilience, confidence in one's own ability to control and design one's life, supported by real achievements; formed readiness to take risks in various life situations for the sake of personal and professional self-realization;

– in both groups of the studied sample, regardless of the identified and described empirical correspondences, there are no statistically significant relationships between self-confidence and such of the studied individual psychological factors: reflexivity, viability, confidence and self-efficacy. In our opinion, this is most likely due to the characteristics of the study sample and requires additional empirical verification.

CONCLUSIONS

When defining the concept of «trust in yourself», scientists emphasize its harmonious combination with other types of trust – trust in the environment, trust in the world; ensuring the integrity of human existence and harmonious interaction with the social community in the continuum «past – present – future»; achieving subjectivity, personal maturity, integration of «I» and focus on self-development and self-realization. The theoretical and methodological analysis of the problem made it possible to present the author's view on the individual psychological factors of self-confidence (self-esteem, personal identity, existential feasibility, reflexivity, viability, viability, psychological well-being, locus of control, confidence, self-efficacy, etc.), thanks to which the basic diagnostic indicators were operationalized empirical research.

It was determined that a high level of validity of the empirical study of self-confidence will be ensured by its planning and implementation on the basis of systemic and activity approaches; taking into account general scientific, specially scientific and specific principles of self-confidence

research (taking into account age characteristics, integration of intrapsychic and social, combining subjective and objective empirical approaches, reflexive conditioning, etc.); thanks to an adequate selection of empirical methods, which will allow to reveal the level of self-confidence and its individual psychological factors, as well as to determine the understanding of self-confidence by researched people of different ages.

The results of the conducted empirical study of psychological features and individual psychological factors of self-confidence in persons of youth and early adulthood allow us to state that the average level of self-confidence prevails in the studied samples, a situational assessment of self-confidence, there are doubts about one's own capabilities and abilities, the desire to listen to the opinion of others, rather than to oneself, dominates.

The subjective meaning that the representatives of two age periods put into this concept is revealed, namely: the representatives of the two groups consider self-confidence to be more of a personal than a social quality. Individuals of youth associate self-confidence with psychological features of interaction with the environment, confidence and self-belief, on the other hand, those studied at the age of early adulthood – with family life, harmonious internal state of «I».

The results of a comparative analysis of the level of development of self-confidence allowed us to reveal statistically significant interdependencies: for persons of young age, between self-confidence and the components of self-esteem, existential feasibility, the general level and components of the locus of control, psychological well-being and vitality; early adulthood – personal identity, components of existential feasibility, general level and components of psychological well-being and vitality.

We see prospects for further research in the study of the relationship between self-confidence and other types of confidence in integration with their individual-psychological and social-psychological factors in different periods of ontogenesis. We consider it appropriate to pay attention to the problem of the individual's trust in himself in the context of opportunities for personal and professional self-realization; when experiencing crises of mental development; relative to strategies of coping behaviour and mechanisms of psychological protection, etc.

SUMMARY

The article substantiates the theoretical and methodological foundations and presents the results of an empirical study of self-confidence. The modern scientific views of national and foreign scientists on the psychological content and structure of self-confidence are summarized and systematized, the individual-psychological factors of its determination are analysed, the author's view on the individual-psychological factors of self-confidence is presented. The results of an empirical study of psychological features and individual psychological

factors of self-confidence in youth and early adulthood are characterized. The subjective content that representatives of two age periods put into this concept is revealed; the results of a comparison of the level of development of self-confidence and isolated individual psychological factors in persons of youth and early adulthood are presented.

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Information about the authors:

Kolomiets Lesia Ihorivna,

Candidate of Pedagogical Sciences,
Associate Professor at the Department of Psychology and Social Work
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
32, Ostrozkoho str., Vinnytsia, 21000, Ukraine

Shulga Galina Borysivna,

Candidate of Pedagogical Sciences,
Associate Professor at the Department of Psychology and Social Work
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
32, Ostrozkoho str., Vinnytsia, 21000, Ukraine

Lebed Iuliia Borysivna,

Candidate of Philological Sciences,
Communal Higher education institution
«Vinnytsia Humanities Pedagogical College»
13, Nahirna str., Vinnytsia, 21000, Ukraine